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ABSTRACT

The University of New Mexico conducted an Institute for Adult Basic Education Teachers with the goal of encouraging the approximately 100 participants, all teachers of Spanish-speaking adults, to integrate their previous knowledge and training with the information, materials, ideas, and techniques presented at the institute, to make them more effective teachers. The main goal was accomplished through the instruction related to the institute's program objectives; (1) how to write and utilize behavioral objectives which will improve their teaching; (2) instruction in the techniques of microteaching; (3) to aid in the understanding and appreciation of the sociopsychological realities and problems of the Spanish-speaking adult; (4) instruction in the most effective methods of teaching English as a second language and teaching reading skills in an integrated program; and (5) the utilization of the personal growth curriculum in order to meet individual needs. To attain these objectives the institute's program concentrated on the subject areas of cultural awareness, personal growth curriculum, English as a second language, reading and guidance and counseling. One of the most important by-products of the institute was the development of a reading kit for beginning ABE teachers, which is briefly outlined at the conclusion. (BP)

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FINAL REPORT

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SUMMER INSTITUTE FOR ADULT BASIC EDUCATION TEACHERS OF SPANISH-SPEAKING ADULTS

July 12-30, 1971

Sponsored by
The College of Education
and
The Division of Continuing Education
of
The University of New Mexico
and
The New Mexico State Department of Education
Adult Basic Education Division

Office of Education Grant Number

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Albuquerque, New Mexico
August, 1972

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Gene M. Wright
Asst. Professor
Project Director

ABSTRACT

The University of New Mexico in conjunction with the New Mexico Department of Education, Adult Basic Education Division, conducted an Adult Basic Education Teacher-Trainer Institute for the U. S. Office of Education Region VI from July 12 through July 30, 1971, on the campus of the University of New Mexico, Albuquerque, New Mexico.

The goal of the institute was to encourage the approximately 100 participants, all teachers of Spanish-speaking adults, to assimilate previous knowledge and training with the information, materials, ideas, and techniques presented by the institute staff and fellow participants so that they would leave the institute as more effective teachers, administrators, and counselors of adult basic education students.

The institute program concentrated on the subject areas of cultural awareness, the personal growth curriculum, English as a second language and reading, and guidance and counseling. Techniques utilized in the last three areas just listed were the writing and utilization of behavioral objectives and that of micro-teaching. In this way the participants were exposed to the most effective methods and techniques of instruction in context with the multi-cultural problems of the undereducated Spanish-speaking adult student.

The following were the precise goals of the institute:

1. **To instruct participants in how to write and utilize behavioral objectives which will improve their teaching of disadvantaged Spanish-speaking adults.**

2. To instruct participants in the techniques of micro-teaching.

   a. Participants will design and teach in group activity a micro-lesson of their choice.

   b. The micro-lesson will be used as an evaluatory device.

3. To aid participants, teachers of undereducated Spanish-speaking adults to understand and appreciate the socio-psychological (cultural awareness and counseling and guidance) realities and problems--both learning and non-learning problems--that will determine in large measure their effectiveness.

4. To instruct participants in the most effective methods of teaching English as a second language and in teaching reading skills to Spanish-speaking adults in an integrated program.

   a. Participants will be acquainted with the broad range of materials available.

   b. The audio-lingual method of TESOL will be emphasized, demonstrated and then practiced.

5. To instruct participants in the utilization of the personal growth curriculum for Spanish-speaking adults in order to most full meet individual needs.

   a. Participants will be instructed how to determine student needs, and then

   b. How to construct the behavioral objectives that will satisfy these needs.

c. Participants will develop micro-teaching lessons and the techniques to accomplish the behavioral objectives.

d. Participants will develop an evaluation method or device to determine the success or failure of the objectives.

It was the consensus of the staff and the participants that these objectives were fully met.

Evaluations were required at the conclusion of each lecture and/or demonstration, and the results were consistently favorable. The final, overall evaluation of the institute found 91% of the participants judging it to be "superior," 6% found it excellent or good, 2% made no comment, and 1% found it a "waste of time" because he "already knew everything that had been presented."

All participants received three (3) hours of graduate, academic credit upon completion of the the three-week institute. The credit was awared by the Division of Continuing Education of the University of New Mexico. The institute was listed as Education Administration 530: Adult Education. Each participant also received a certificate, which was not related to grade or credit for the course.

At the conclusion of the institute it was found that a small balance of funds remained. With the permission of the USOE, these funds were used to package some of the materials used and developed at the institute and to make them available to other states for further teacher training. One of the most important products of the institute was a reading development kit for beginning ABE teachers. This kit is more fully described at the conclusion of this report, immediately following the Program Design section.

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The University of New Mexico

in cooperation with

The United States Office of Education

and

The New Mexico State Department of Education --
Adult Education Division

certifies that

has successfully completed
Education Administration 530: Adult Education
Summer Institute for ABE teachers of Spanish-Speaking Adults
July 12-30, 1971

Institute Director, The College of Education
The University of New Mexico

Director, Division of Continuing Education
The University of New Mexico

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State Superintendent of Public Instruction
New Mexico State Department of Education

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A total of 91 participants attended the institute (this is less than the alloted 100, but last minute cancellations necessitated the smaller figures).

Of these a total of 59 participants came from the five states of USOE Region VI: New Mexico, 28; Texas, 22; Oklahoma, 5; and Louisiana and Arkansas, 2 each.

The remaining 32 participants came from 13 states and the District of Columbia:

Region I

Connecticut 2, Massachusetts 3, New Hampshire 2, Vermont 1.

Region II

New Jersey 1, New York 4.

Region III

Delaware 1, Maryland 4, Pennsylvania 1, Virginia 2, Washington, D. C., 3.

Region IV

Florida 4, Georgia 1.

Region VIII

Arizona 3.

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PROGRAM DESIGN

The first three days of the institute consisted of a concentrated and total immersion into cultural awareness. This portion of the program consisted of formal lectures, motion pictures, and small group discussions. It also included subsequent field trips to neighborhood centers in the barrios of Albuquerque and trips to Corrales, Santa Fe, and Taos, New Mexico. It culminated in a weekend-long synthesis seminar held at the D. H. Lawrence Ranch near Taos, a University of New Mexico owned facility.

The other areas of the program required out-of-class work by the students, who were afforded the complete resources of the UNM library and the specialized resources of the College of Education and the Cultural Awareness Center Libraries. Generally the participants received several hours of in-class instruction and then broke up into groups of from five to eight to work on group and individual projects which were later presented to the complete institute.

Typical counseling and guidance subjects were cultural awareness and the life skills approach to adult basic education; non-verbal communication; work values of the Chicano ABE student; techniques of interviewing ABE students; techniques for ABE teachers; implementation of the life skills approach; and desired outcomes based on the life skills approach to ABE. In the personal growth curriculum, typical subject areas explored in class and in special group projects included an overview to ABE curricula; behavioral objectives; the integration of reading techniques in a personal growth curricula; micro-teaching demonstrations; and the development and demonstration of individual units.

The ESL/reading portion of the program also necessistated the development and demonstration of individual units. All of this group

and individual work was reproduced so that each participant received copies of all units developed by all participants. Typical ESL/reading subject areas included ESL diagnostics; informal reading inventories; Cloze procedures; building and individualized program, including audio-lingual techniques, comprehension skills, the language-experience approach, and directed reading activity.

A more complete discussion of the various program areas is contained in the following pages.

CULTURAL AWARENESS

It is obvious that the adult basic education teacher must be exposed to certain important sociological concepts that are keys to understanding the disadvantaged, undereducated, Spanish-speaking adult. Professor Wilbur S. Ames writes that "one concurs with other writers who have maintained that it is not absolutely necessary for basic education teachers to have been born and raised in the same environmental settings as their students. However, it would seem necessary that the teachers have an appreciation and understanding of the social backgrounds of their students" ("The Emerging Professional Role of the Teacher in Adult Basic Education," Perspectives in Reading, No. 11).

It is only by this appreciation and understanding that the adult basic education teacher can come to a practical and realistic realization of the home and community pressures and problems with which the undereducated, Spanish-speaking adult must cope. It should also be noted that fully as important as a sociology or cultural awareness background is a firm base in

psychology of adults, Ames goes on to say that teachers must be grounded in the psychology of the adult learner, "particularly the undereducated adult, and teachers should then be exposed to general techniques and methodology applicable to adult basic education classes." (While closely related, the psychology aspects of adult basic education teacher training are covered in the section of this proposal dealing with counseling and guidance.)

In cultural awareness one of the key problems explored at the institute will be to determine what relationships exist between acculturation, achievement, teacher expectations, and the alienation of Spanish-speaking students. The cultural barrier is a formidable obstacle in the education of Spanish-speaking students and past schooling has done little or nothing to erode this barrier. In fact, education has actually done much to buttress and perpetuate it. As Dr. Ignacio Cordova pointed out ("The Relationship of Acculturation, Achievement, and Alienation Among Spanish American Sixth Grade Students," ERIC, New Mexico State University, 1969), "the tragedy is that the unresponsiveness of the school forces. . . (Spanish-speaking) children out of school without an adequate knowledge of English and without the foundations in health, work skills, social practices, and personal duties" that would enable them to participate fully in society.

If these disadvantaged and disenchanted Spanish-speaking adults are to be attracted back into the classroom and are then to succeed, it is clear that the teachers' competence in human relations will determine in large part the success or failure of the students. It is the aim of this institute to provide participants with a key to cross-cultural interaction skills that will prevent culture-rooted differences from disrupting teaching in spite of good will and honest intentions. Certain cultural differences are readily apparent (food preferences, social customs and manners, etc.), but other

are not so obvious (non-verbal ways of thinking, basic assumptions about life, value systems, etc.). It is the latter differences that all too often mean that the adult basic education teacher talks above and beyond the disadvantaged Spanish-speaking student.

Due to a lack of understanding or sensitivity, the teacher projects the dominant culture's value orientations and experiences onto students who do not hold or even understand these values and who do not share these experiences. A teacher is likely to see a situation in terms of his own perspective--a set of assumptions and values that is largely a product of his own sub-cultural exposure (Foster, Robert J. and Jack Danielian, "An Analysis of Human Relations Training and Its Implications for Overseas Performance," George Washington University, August, 1966).

Adult basic education teachers must learn not to rely on these assumptions when working with Spanish-speaking adults. In other words, the teacher must learn to see with new eyes, must achieve a degree of cultural empathy with disadvantaged Americans, and must become aware that there is a hunger for educational experiences which involve the whole person, which get to the "heart of the matter," which, according to Dr. Roger DeCrow, seem to have a more direct connection with life in our relativistic, kinetic, peripatetic, crisis-ridden society (Cross Cultural Interaction Skills: A Digest of Recent Training Literature, Syracuse University, ERIC, February, 1969).

As Professor Jules Pagano notes, it is obvious that the ability of the teacher to communicate with the disadvantaged adult student affects total class morale, and to a large extent the student learns much more than just academic skills such as reading or writing or speaking proper English ("Teachers in Adult Basic Education Programs," Perspectives in Reading, No. 11).

Professional personnel of the College of Education at the University of New Mexico have a vast experience to offer in the field of cultural awareness. In addition, the staff of the Minority Group Cultural Awareness Center at the University, which has conducted numerous workshops, has offered its personnel and expertise in conducting the cultural awareness aspects of the institute. Faculty members of other departments will also be utilized to achieve the objectives of the institute by discussing and explaining the Sociology of the Barrios, the Meaning of Chicanismo, and the Economics of Poverty.

Basically, this portion of the institute is designed to acquaint the participants with the problems faced by their disadvantaged Spanish-speaking students and thereby to enable them to help these students solve the problems if possible. Very briefly, these problems, which will be fully explored during the institute, fall into the following categories: health, educational, vocational, financial, community, family, and psychological problems. (Obviously, such things as educational problems with a pattern of failure and poor self-image, and psychological problems with a pattern of lack of success and security are related to each other and to the guidance and counseling aspects of the institute.)

The need for training in cultural awareness is supported by a study conducted by Marjorie Newman (quoted in Bernardoni, "Life Skills Approach in Adult Education") which indicated that the typical adult basic education teacher is lower middle to upper middle class in value orientation and that almost 90% of adult students are of a lower social class than the teacher. Obviously, this suggests, as do other studies, that sociocultural barriers exist in disadvantaged student-teacher relations which neutralize or hinder the learning process.

It is the goal of this institute to make teachers aware of these problems, of cultural differences, and thereby help create a more humanistic

teacher who is interested in students as people, aware of needs and wants and helping to solve problems by providing understanding, compassion and advice--as well as effective classroom instruction.

COUNSELING AND GUIDANCE

The last area of concern listed immediately above, psychological problems, further indicates the integration of this institute's program of study. The psychological problems of the disadvantaged Spanish-speaking adult will be covered in depth in the counseling and guidance portion of the institute; however, it is apparent that this cannot be done in a vacuum--guidance must be coordinated with cultural awareness, as well as other areas, to be effective and practical.

In the guidance sessions of the institute, the "life skills approach" will be utilized in an effort to move adult basic education teachers away from instruction that is likely to be oriented toward typical grade-level material with inadequate consideration of the disadvantaged adult as a different type of student then the child. One approach to making this education more relevant is to orient the class toward the "life skills approach." Briefly described, this means that the following would be determined:

1. Desired outcomes of the adult through an examination of the present and future needs of this individual in a particular community or society.
2. An assessment of the quantity and quality of present and previous life experiences in relation to the desired outcomes.
3. A determination of the level at which the adult is functioning in terms of communication.

4. Determination of the level of functioning in terms of attitude and attentional factors.

After this basic data is collected, curricula are evolved, including appropriate methodology, so that the adult may reach his desired outcomes (Bernardoni, "Life Skills Approach in Adult Education").

Traditionally, the teacher, counselor and administrator have been trained in highly specialized programs and operate within the educational setting in a rather isolated manner. The teacher usually holds forth in the classroom, the counselor and the administrator in offices, with a minimum amount of communication and contact among them. The life skills approach envisions a system whereby the teachers, counselors, administrators, and paraprofessionals would all be relating with the students in a less structured manner. The teacher may perform many guidance functions in the classroom, the counselor may perform teaching functions as a vehicle for group interaction or individual counseling within the classroom. This would result in a maximum amount of communication among the staff members.

The training of personnel to work with disadvantaged Spanish-speaking adults reasonably must incorporate some general knowledge that will enable them to work with undereducated adults, in addition to specialized knowledge in their particular subject area. Hence, teachers must have a basic core of subjects as well as other courses that allow them to specialize. Listed herein are some of the basic areas that the life skills approach suggest:

1. Adult Psychology: This would deal with the learning pattern, motivational structures, personality dynamics, and typical problems faced by disadvantaged adults.
2. Socio-Cultural Characteristics of the Disadvantaged: Training in this area would encompass an adequate knowledge of the eco-

nomically disadvantaged, as well as the various ethnic groups, that would enable the teacher to be more empathic concerning the problems faced by these groups and their cultural values and would provide methods of relating to them.

3. Persistent Life Problems of the Adult: This would involve an understanding of the scope and sequence of learning that is necessary for adults to function in society and materials that could be used to facilitate such learning.
4. Group Processes: This would include both a theoretical and an experiential component that would prepare teachers to function in a wide variety of groups.
5. Structure of the Economy: This would involve rather detailed knowledge of the economy and labor market information so that the education may be directly related to vocational endeavors.

In this manner adult basic education will effectively counter the criticism that it is based on psychologies that are inappropriate to the disadvantaged Spanish-speaking adult. Basically, the life skills approach embraces in large part the tenets of the humanistic psychology that is currently evolving. Some of the more pertinent principles of this psychology are that:

1. Man is the central concern and is looked upon as a total unity rather than as a fragmented collection of characteristics.
2. Man exists in the present, and this present is the context within which one must work.
3. That man has choice and is responsible for these choices.
4. That the objective of human interaction is to help the individual predict and control his own life.

5. Man's perception of life and its emotions are central to all of his experiences.

It would appear that an adult basic education program based on life skills would individualize the curriculum and, at the same time, offer the disadvantaged adult an opportunity to enhance his life. Since adult basic education is relatively new and has not evolved into rigid patterns, the opportunity exists for providing flexible, meaningful education to disadvantaged Spanish-speaking adults. Adult basic education must evolve to cope with the problems it faces, rather than attempt to transplant other educational strategies that are now existent. The life skills approach is a step toward such evolution.

PERSONAL GROWTH CURRICULUM

In keeping with the desire to educate every disadvantaged Spanish-speaking adult to the point where he is able to realize his maximum potential in life, this segment of the institute will emphasize the "Personal Growth Curriculum" that has been successfully utilized in adult basic education programs for the Spanish-speaking over a number of years here in New Mexico and elsewhere.

While the national objective, as formulated by the Conference on Strategies for Generating a National "Right to Read" Adult Movement (Raleigh, N. C., January 1970) stated that "the challenge is to foster through every means the ability to read, write and compute with the functional competence needed for meeting the requirements of adult living," the personal growth curriculum concentrates on these "requirements for adult living." (The reading, writing and computing aspects are fully covered in other segments of the institute.)

It cannot be debated that one of the most desirable and valuable objectives in adult basic education is to prepare the disadvantaged adult to function at his fullest capacity and thereby to achieve his rightful place in

an ever-changing society. In the past, however, the emphasis has all too often been placed principally on the need for competence in skill areas such as reading, writing and computation. As knowledge and experience in adult education has increased, it has become mainfest that in order to prepare the adult to function at his fullesc capacity, it is necessary to include activities in an adult basic education curriculum that will help the disadvantaged adult to understand his various roles in society. A "total education" must include the development of a new life perspective, an awareness of family and social responsibilities, and the changing of attitudes from those of defeatism and rejection to those of confidence and perhaps leadership. (It is these principles which underlie the Department of Health, Education and Welfare's support of the "Right to Read" program with its aim of determining a national "adult performance level" -- APL.)

This institute will offer detailed work in five specific areas of the personal growth curriculum: (1) money management, (2) the world of work, (3) citizenship and government, (4) health education, and (5) family life. The intent of this curriculum for Spanish-speaking adults is not to teach rote facts, but rather to bring about a feeling of satisfaction and accomplishment in adult basic education students by having them participate and contribute to discussion on subject areas which are meaningful to them. In this one particular aspect of the program, it might be said that subject matter may be secondary to the social and psychological development of students. However, it is precisely this content that is the vehicle by which this development is to be accomplished; therefore, this is not to say that the subject content will be just learned and will thus contribute to a "total education." But it is to say that rote learning of subject matter is not the end-all and be-all.

When a unit in the personal growth curriculum is presented (these five units will be briefly discussed in subsequent paragraphs of this proposal),

lecturing should be used only as a catalyst, a stimulus to thinking and discussion by the students. Other activities--visual aids, guest speakers, field trips, miscellaneous resource material--should also involve the participation of the adult basic education student and serve as discussion and self-discovery stimulants. In many circumstances, for example, problems are introduced without any mention of solutions. The purpose of this is to force the students to critically analyze the problem, study the possible solutions, and then arrive at a personal conclusion. If possible, the students should be allowed to select the subject areas in which they are most interested.

Money Management: It goes without saying that proper money management is vital to an individual's and to his family's well being. The results of good, sound financial management are far too numerous and obvious to be set forth here. Basically, this portion of the personal growth curriculum is designed to enable teachers of disadvantaged Spanish-speaking adults to instruct them how to use their available funds more creatively, more realistically. (The specific objectives of each portion of the personal growth curriculum are listed in Appendix C).

World of Work: Despite the fact that most people believe they know exactly what work and its attendant responsibilities are, the commonplace world of work is probably one of the least understood social phenomena, especially by the disadvantaged Spanish-speaking adult. We live in an anonymous society and one of the few areas in which an individual can be recognized as a person is in the job he holds, which should, hopefully, permit him the opportunity for self-expression, for independence rather than dependency, and to preserve his personal integrity in an often bewildering society. Adult basic education teachers of Spanish-speaking adults must become more familiar with the world of work so that they are better able to counsel and guide their

students toward a fulfilling job that will provide dignity because it is personally and socially useful.

Citizenship and Government: Various studies have shown that adults undertake a citizenship course for two basic reasons: (1) to become a citizen of the United States, and/or (2) to learn their rights and privileges. Needless to say, there is an overlap in these two reasons. The adult basic education teacher bears a great responsibility in preparing undereducated adults for the rights, privileges and responsibilities of citizenship and full participation in American society. This unit is designed to enable the adult basic education teacher to convey all of the necessary knowledge and an awareness of the responsibility that accompanies each right and privilege. One of the key factors in dealing with a minority group, the disadvantaged Spanish-speaking adult in this instance, is to explore the prejudices that exist in the United States and then to make the student aware that he counts just like all other Americans. These students must be made aware of the contributions made to our society by their heritage and to take pride in it rather than to discredit themselves by being ashamed of what they are.

Health Education: Without good health, the question of other areas of study become academic--sick people do not study, do not work, do not achieve their fullest potential. Unless the disadvantaged Spanish-speaking adult learns to care for himself and his family in such a fashion as to insure the best health possible, there is little need to be concerned about jobs, money, citizenship, or the social areas of recreation and relaxation.

One of the units within this section of the personal growth curriculum deals with the services offered by community health agencies. The disadvantaged Spanish-speaking adult must be made aware of these services. Because these services will vary, sometimes drastically, from state to state, from

county to county, and from community to community, the adult basic education teacher must consult local agencies and learn precisely what functions are performed, what services are available. Only then can the teacher provide the student with accurate and valuable advice and direction.

Family Life: The basic approach of this unit is based on the premise that marriage, the family, and the community are all integral parts of family living. One thrust of the personal growth curriculum is to give the disadvantaged adult an insight into the problems and responsibilities of marriage. The aim is not necessarily to change basic attitudes dramatically but to instill an awareness of family interactions and the specific emotional needs of each family member.

ENGLISH AS A SECOND LANGUAGE AND READING

In keeping with the overall objective of this institute to evolve new educational strategies, the integrated ESL and reading segments of the program will present an offering that is a blend of tested and successful methods and the newest, innovative activities which hold a promise of success.

In addition to instruction in how to employ specific ESL methods, a significant portion of this segment will consist of making adult basic education teachers aware of the myriad materials that exist for teaching English to the non-English speaking adult. For example, one of the programs that will be presented will be the ESL "package" that has been developed by the Southwestern Cooperative Educational Laboratory in Albuquerque, New Mexico. It should be noted that one of the more important aspects of this package is that it permits a relatively untrained instructor to teach English with a minimum of training and is so designed that the teacher of Spanish-speaking adults can relate the instruction to the specific needs of these students. This method, as do many others, emphasizes the audio-lingual approach -- listening and repeating -- since this has proven to be the most effective

method with the largest spectrum of students (it most closely approximates the way the native learns his own language).

Another highly effective device that this package shares with other methods is that of presenting a mini-lesson to teachers in a foreign tongue, utilizing the shock language approach which offers experience in a foreign language. This shock approach apprises teachers of the frustrations and anxieties encountered in the classroom by the Spanish-speaking adult.

Emphasis in the institute will be placed on the successful audio-lingual method of teaching English as a second language to disadvantaged Spanish-speaking adults; and the adult basic education teachers will be shown effective methods and techniques which will enable them to understand the instructional cycle and thereby develop personal programs and lesson plans. The institute participants will be informed of the existing materials available and also will receive instruction in designing their own structured materials based on the audio-lingual approach, as well as how to effectively use current ESL-reading diagnostic tests and develop testing techniques to evaluate for immediate student-teacher feedback in such areas as listening comprehension, pronunciation accuracy, grammatical usage, and reading proficiency.

Instruction will be divided into three phases that correspond with the beginner, intermediate and advanced levels into which the Spanish-speaking adults will normally fall. Appropriate materials for each level will be introduced, demonstrated and evaluated. These will include, but will not be limited to, curricular materials offered by the Collier-MacMillan Company, the American English Series developed by D. C. Heath and Company, and the program offered by the Institute of Modern Languages. All possible material will be demonstrated and judged. For example, the Institute of Modern Language's program utilizes a basic text, a workbook, tapes and a tape book.

In addition, the use of video tape, filmstrips and records, and motion pictures will be used.

Briefly, the goals of the ESL portion of the institute are:

1. To acquaint participants with as broad a range of ESL materials as possible.
2. To emphasize and demonstrate the proven effectiveness of the audio-lingual method of teaching ESL; and offer instruction in how to teach ESL by this method.
3. To offer instruction in the development and/or adaptation of macerials and methods to particular immediate needs.

Carefully integrated with the ESL segment of the institute is the reading program. As various studies have shown, including that by Professor Carson Martin, disadvantaged adults are not concerned with theorizing about languages; they desire only enough mastery to function in the particular social milieu in which they expect to live ("ESL for Non-Academic Adults," ERIC Research in Education, March, 1970, ED 038 636) and work. However, the adult basic education teacher himself should have a firm grasp of the nature of the reading process and the skill necessary to be a good reader. This means that the institute will teach specific skills in the word perception and comprehension areas and demonstrate the most effective methods of teaching these skills to undereducated adults. Use will be made of such technological aids as video tapes and audio-tapes so that the participants will not only be exposed to theoretical postulates, but can also see and hear the ideas put into practice. In fact, the participants themselves will have the opportunity to put theory into action.

The fact that the disadvantaged adult desires practical language and reading study, underscores the fact that teachers need to discover the social and economic expectations of their students and the language skills necessary

to achieve these desires. This means, also, that format and content of instruction are critical factors in the learning process of disadvantaged adults.

The staff of the College of Education at the University of New Mexico has been involved for a number of years in both ESL and the training of reading teachers, particularly reading for those students who do not speak English as a native tongue. (Currently, the College of Education, in co-operation with the Adult Basic Education Section of the New Mexico Department of Education, operates ABE classes for physical plant employees of the University.)

The reading curriculum will include, as in ESL, a large sampling of instruction techniques, including the use of tapes, films, filmstrips, slides, flash cards, transparencies, workbooks, and related student activities. This instruction begins with basic English readiness evaluation, aimed at Spanish-speaking adults who have a minimal understanding of English. The program starts with a simple vocabulary of common English words that will have meaning to adults of both sexes. The next step is to utilize the alphabet through slides, taped lessons, and workbooks. The participants will then be instructed how to build upon this basic foundation and how to reach the behavioral objectives established in reading.

Basically, in the use of any and all materials and methods offered in the ESL and reading segments of the institute, the underlying principles will be those established by Robert Lado (Language Teaching, McGraw-Hill, Inc., N. Y., 1964):

1. Teach listening and speaking first, reading and writing next. Speech cannot be invented by the learner, it has to be imitated.
2. Have the learner memorize basic conversational sentences as accurately as possible.

3. Practice these basic sentences through pattern practices until they are habits.
4. Teach the sound system by demonstration, imitation, contrast and practice.
5. Control the vocabulary while the learner is mastering the sound system and the grammatical patterns. Teach vocabulary that is practical and useful. Teach new vocabulary in sentences, not in isolation.
6. Teach the reading and writing of grammatical patterns that the learner has studied and can use in speech.
7. Teach the patterns gradually, building from the easier ones to the harder ones.
8. Teach that translation is not a substitute for language practice.
9. Teach the language as it is, not as it ought to be.
10. Teach grammar not by explanation but by practice.
11. Let the learner know immediately when his response has been successful.
12. Teach intonation and stress by example, rather than by theory.

READING KIT

A "Reading Development Kit" was a most important by-product of this institute. Response to this kit, which was demonstrated during institute follow-up activities at Brownsville, Texas; El Paso, Texas; San Antonio, Texas; Las Cruces, New Mexico; Santa Fe, New Mexico; and Oklahoma City, Oklahoma. Response to the kit, a copy of which was mailed to each state director of ABE and other officials, was overwhelmingly favorable.

The kit developed out of the most emphasized area of concern at the institute: the need to train ABE teachers in some of the fundamental techniques of reading development. Reading is the one skill that is absolutely necessary before any other education objectives can be accomplished. Many of the lectures, discussion groups and work sessions contained information which were directed at assisting the ABE teachers to improve their abilities to teach reading skills.

The kit presents several reading concepts. Some are new and some are old techniques which have been put in context with Adult Basic Education. Many of the techniques are very basic and would only meet the needs of a beginng teacher. It is therefore suggested that each state further develop each of the units contained in the kit.

The components of the kit are listed on the following page.

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READING KIT COMPONENTS

This kit is designed to be used by teacher trainers or by teachers who wish to improve their ability to instruct in the reading areas. It may be used in its entirety or by individual components.

1. English as a Second Language
2. Language Experience - ESL
3. Reading Comprehension
4. The Informal Reading Inventory
5. The Experience Story
6. Total Language Experience
7. Cloze
8. The Directed Reading Approach
9. S Q 3 R (Survey, Question, Read, Recite, Review)
10. ReQuest - Improving Comprehension Skills
11. Language Skills
12. C.A.T. - Cultural Academic Trivia
13. I.S.K. - Individual Skills Kit
14. Tests for Adults (Names and Publishers)

Bibliography